

Strategy 1 Cover Letter

May 11, 2010

Dear strategic planning team members,

After much enthusiastic dialogue and collaboration, we are pleased to present the work of Action Team #1 for your review. Our team was charged with creating plans to *continue to align our curriculum and develop Power Standards and student assessments in all curricular areas*. Right from the start, our team developed a great sense of synergy and collegiality. We utilized collaborative, web-based tools to develop our plans, and we efficiently spent our time together. We eagerly delved into our charge and are very proud to present what we have accomplished together.

Our work began in February when we first gathered to build common knowledge and a framework for understanding NSSD's current curriculum and instruction plans and processes. Our early meetings entailed lengthy conversations and at times, spirited debate about the meaning of curriculum and what we believe is essential for successful student learning.

The team focused on the first two of the four critical questions posed by Professional Learning Communities (Dufour):

1. What do we want our students to learn?
2. How will we know they are learning?

Through our team research we discovered and commonly believe that successful student learning for all requires collaborative efforts among all stakeholders to ensure that NSSD's Power Standards are **developed, communicated, implemented, assessed and reviewed** with integrity. Further, we recognize the importance of the ongoing professional development required to make this happen.

In order to guarantee that our students are learning, we recognize the great need for common assessments and meaningful data to inform our practices. For this reason, our team strongly recommends that we begin this ambitious endeavor by purchasing a comprehensive, web-based data warehouse system. This will be the anchor for all work completed in accordance with this team's action plans. A tool of this nature will enhance and expedite our district's collaborative commitment to and focus on results and student achievement. Specific and timely feedback, coupled with the instructional decisions that are data-informed, will exponentially impact student learning.

We fully recognize, in light of current Budget Deficit Reduction (BDR) efforts and the general state of our economy, that our plan may raise concerns. However, in order to move forward with the successful processes that have already been created and implemented in NSSD, we believe we must find a way to budget accordingly.

Thank you for your thoughtful review. We are energized and eager to impact positive change and growth on behalf of our students.

Sincerely,

Strategic Action Team #1

Strategy 1 Contents Page

We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Assessment:

- Plan 1 Results: Adopt a web-based program that collects, stores and analyzes student information and performance data from multiple sources. *Implementation in Year 1*
- Plan 2 Results: Communicate the district's adopted curriculum and its development process to all stakeholders. *Suggested Implementation in Year 1*
- Plan 3 Results: Continue to execute the established curricular and programmatic review cycle annually. *Suggested Implementation in Year 1*
- Plan 4 Results: Improve vertical and horizontal content collaboration focused on student learning. *Suggested Implementation in Year 1*
- Plan 5 Results: Develop district trimester/quarter benchmark assessments for each curricular area in its third year of the curricular and programmatic review cycle. *Suggested Implementation in Year 1*
- Plan 6 Results: Implement a process for monitoring and evaluating the effectiveness of the curriculum and programmatic review cycle. *Suggested Implementation in Year 1*
- Plan 7 Results: Ensure differentiated staff professional development to address various stages of curriculum development and assessments.
- Plan 8 Results: Develop a Pre-K/Elementary report card based on power standards.
- Plan 9 Results: Develop a middle school report card based on power standards

Action Plan

Strategy Number: 1 **Plan Number:** 1 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Adopt a web-based program that collects, stores and analyzes student information and performance data from multiple sources.

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. Form a committee to evaluate web-based assessment system. (eg. special ed, technology, admin, gen ed, intervention specialist, etc.)				
2. Build shared community knowledge of the need for a web-based program.				
3. Develop terminology for assessment use (eg. common, formative, benchmark, etc.)				
4. Conduct a needs assessment				
a. Current assessments administered (MAP, ISAT, CBM, etc.)				
b. Gather info from assessment committee and RtI				
5. Research web based data warehousing tools				
a. Investigate technology capacity (infrastructure, operating system, usability) for the program.				
b. Ensure system accepts multiple kinds (numbers, narrative etc) of data				
c. Ensure professional development and ongoing support offered by vendor				
d. Conduct cost/benefit analysis				
6. Select the final web based tool				
7. Create 5 year plan with vendor				
8. Pilot web based data warehousing system				
9. Develop and execute a plan for implementation				

and professional development				
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Responsible:

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Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 1 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Adopt a web-based program that collects, stores and analyzes student information and performance data from multiple sources.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• \$250,000-\$400,000<ul style="list-style-type: none">○ web based program○ professional development○ ongoing support○ 5 year vendor plan <p>Potential District data/technology support personnel</p>	<p>Tangible:</p> <ul style="list-style-type: none">• Increased accountability for student growth• Informs classroom instruction in a more timely manner• Identifies student skill deficiencies and mastery for interventions/extensions• Identifies core curricular deficiencies• Analyzes multiple student data points more easily and effectively• Warehouses all data in one location• Tracks longitudinal growth• Supports all action items for Strategy 1
<p>Intangible:</p> <ul style="list-style-type: none">• Time spent on research, evaluation, and implementation• Additional staff responsibility• Time for staff development	<p>Intangible:</p> <ul style="list-style-type: none">• Increased communication with stakeholders regarding student growth

Action Plan

Strategy Number: 1 **Plan Number:** 2 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Communicate the District's adopted curriculum and its development process to all stakeholders.

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. Designate a group of stakeholders (community members, parents, staff, and students - as appropriate).				
2. Stakeholders will determine topics of communication. Communication should include at minimum: <ul style="list-style-type: none">a. Historical overview of the curriculum (past, present, and future)b. Power Standards (definition, development process, identified resources and current standards)c. Curriculum Review Cycled. Common assessments (what they are, how they are developed, and how they are used)e. Vertical and horizontal alignment (Curriculum Organization Chart, why it's important)f. Program offerings (i.e. world language, dual language, special education)g. Professional development reports (content collaboration meetings, early release & Institute Day)				
3. Design the NSSD 112 Curriculum website to reflect the recommendations herein.				
4. Establish vehicles for communicating the District's adopted curriculum and development process, including but not				

<p>limited to;</p> <ul style="list-style-type: none"> a. Podcasts and information on website b. Personal meetings c. Power School e-Blasts and Connect Ed messages d. Newspaper <p>5. Develop a process for obtaining stakeholder feedback regarding the effectiveness of the communication process and vehicles.</p> <p>6. Evaluate annually the effectiveness of the communication process and vehicles and adjust accordingly.</p> <p>7. Disseminate new curriculum developments and initiatives annually.</p>				
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Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 2 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Communicate the District's adopted curriculum and its development process to all stakeholders.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• Print media \$500-\$1000• Translation (Spanish) <p>Intangible:</p> <ul style="list-style-type: none">• Time spent meeting with all stakeholders• Additional responsibilities and time commitments for committee members	<p>Tangible:</p> <ul style="list-style-type: none">• Increased inclusion of all stakeholders• Provides more efficient access to information• Creates a consistent and efficient system for gathering and disseminating information <p>Intangible:</p> <ul style="list-style-type: none">• Provides a clearer understanding of the curriculum process by all stakeholders• Promotes good will and confidence in the District• Improves trust and strengthens the relationship between the District and the community

Action Plan

Strategy Number: **1** **Plan Number:** **3** **Date:** **4/27/10**

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Continue to execute the established curricular and programmatic review cycle annually.

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. Recruit staff for the Curriculum Design Team (CDT) members and leaders.				
2. Follow the established curriculum/program review cycle guidelines.				
3. Communicate to all the stakeholders the District's curricular progress for the year and set goals for the coming year. In the spring and the fall (Web page, BOE presentation, Beacon)				
4. Budget for appropriate adoption materials for year 2 of the cycle.				
5. Evaluate the execution of the curriculum cycle guidelines.				

Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 3 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Continue to execute the established curricular and programmatic review cycle annually.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• Team leader stipend (\$7,500 total yearly)• Curriculum Learning Coordinators• Yearly average adoption costs \$500K-1.5 million• Professional Development <p>Intangible:</p> <ul style="list-style-type: none">• Time• Adoption (year three) learning curve is intense	<p>Tangible:</p> <ul style="list-style-type: none">• Recognition for Teacher leadership• Concrete plan ensuring continuous improvement for all content areas and programs• Increased communication and understanding of the curriculum cycle• Use quality researched based materials• Increased consistency of curriculum delivery and resources across the district• Evaluation improves accountability of the curriculum review process• Involves all staff in decision making• Increased student achievement <p>Intangible:</p> <ul style="list-style-type: none">• Teacher leadership capacity is developed• Sense of accomplishment improves morale• Sense of progress and being cutting edge• Quality researched based teaching strategies

Action Plan

Strategy Number: 1 **Plan Number:** 4 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Improve vertical and horizontal content collaboration focused on student learning.

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. Develop a process and expectations for conducting content collaborative meetings for the following groups including but not limited to: a. School grade level/subject area meetings b. District-wide grade level/subject area meetings c. District-wide vertical alignment meetings d. Include district pre-k and high school representation when appropriate 2. Provide professional development to all staff on process and expectations for conducting aforementioned content collaborative meetings 3. Ensure content/grade level collaboration meetings address at a minimum the following a. Develop and coordinate pre-assessments to determine mastery b. Create and coordinate common assessments to assess skill mastery c. Analyze data to inform instruction 4. Explore innovative and interactive web-based vertical and horizontal collaboration tools (e.g. Wikis, blogs, etc.)				

Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 4 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Improve vertical and horizontal content collaboration focused on student learning.

Cost

Benefits

<p>Tangible:</p> <ul style="list-style-type: none">• Professional development	<p>Tangible:</p> <ul style="list-style-type: none">• Increased staff knowledge on curriculum, assessments and data based decisions• Ensures horizontal and vertical consistency of curriculum implementation and learning• Ability to identify individual student growth and needs• Increased accountability for student growth• Increased student achievement• Increased collaboration between grade level teachers (horizontal articulation)• Ability to make curricular decisions in a timely manner• Provides opportunities for staff to work collaboratively• Increased collaboration between pre-k through grade 9 teachers (vertical articulation)
<p>Intangible:</p> <ul style="list-style-type: none">• Stress, fear of new and unknown and frustration due to change• Training staff in conducting content collaborative meetings• Time to research writing effective assessments and data analysis	<p>Intangible:</p> <ul style="list-style-type: none">• Focused meetings on curriculum, student learning and assessments• Utilizes data to make informed curricular decisions• Builds shared knowledge• Increased consistency of the process for collaborative meetings

Action Plan

Strategy Number: 1 Plan Number: 5 Date: 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Develop district trimester/quarter benchmark assessments for each curricular area in its third year of the curricular and programmatic review cycle.

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. Establish and review Power Standards and the trimester/quarter Mastery Continuum prior to writing assessments				
2. Coordinate with the District Assessment Schedule				
3. Provide professional development for assessment writers in criteria of quality assessments				
4. Determine appropriate type of assessment for each content area/power standard				
5. Select content benchmark writers				
6. Determine how the questions are to be generated and from what sources.(i.e. ISAT, Publishers' test banks)				
7. Establish and execute a plan to write and administer assessments (draft, pilot, evaluate, revise, implement)				
8. Develop teachers' administration guidelines and test instructions.				
9. Translate assessments and student instructions into Spanish				
10. Review all output (formatting, printing,				

shipping) and input (data storage, test storage, delivery) procedures with Admin. Services & Building& Grounds, LCCI				
11. Provide professional development to staff on scoring and data input procedures into web-based data warehouse				
12. Develop communication plan for all stakeholders				
13. Provide an opportunity for evaluation, reflection and feedback after assessments are administered				

Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 5 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Develop district trimester/quarter benchmark assessments for each curricular area in its third year of the curricular and programmatic review cycle.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• Professional development• Translation• Release time (sub cost) <p>Intangible:</p> <ul style="list-style-type: none">• Time• Extensive coordination efforts• Teachers out of classroom• Stress, fear of new and unknown and frustration due to change	<p>Tangible:</p> <ul style="list-style-type: none">• Increased ability to address achievement gaps• More effective collaboration among colleagues• Balanced assessment schedule across the district• Effective and efficient progress evaluation with students and parents• Increased accountability for student growth• Increased student achievement• Increases the consistency and clarifies the rigor of power standards across the district• Creates a foundation for a standards based report card <p>Intangible:</p> <ul style="list-style-type: none">• Increased focus on results• Consistency across district• Increased confidence among community members regarding curriculum and instruction• Increases the ability to make data-based decision-making

Action Plan

Strategy Number: 1 Plan Number: 6 Date: 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Implement a process for community members and parents to provide input during years 4 or 5 of the curricular and programmatic review cycle.

Action Step	Assigned To:	Starting Date:	Due Date:	Completion Date:
<p>1. Form a team, representative of all stakeholders, to develop the structure and process for including parents and community members into years 4 or 5 of the curriculum review process.</p> <p>2. Research how other school districts incorporate parents and community members into curriculum review. Some resources to review are:</p> <p>a. Western Piedmont School District (http://www.westernpiedmontschools.org/curriculum/curriculum-revision/)</p> <p>b. District 27 - District Planning Advisory Committee (http://www.district27.org/curriculum-revision/)</p> <p>3. Determine how parent and community involvement should be incorporated into the curriculum review process based on research and team input. Some possibilities include direct participation on Curriculum Design Teams, a separate committee providing input to CDTs, or some other structure/process.</p> <p>4. Set specific goal, process and outcome expectations for the chosen structure. For example, if a committee structure is chosen:</p> <p>a. Determine the process and number of meetings required to achieve the goals and outcomes.</p> <p>b. Create a tentative meeting calendar.</p> <p>c. Develop guidelines for membership composition of the new committee, such as:</p> <ul style="list-style-type: none"> Length of commitment required Representation from every school Representation from every grade level or content area Target number of representatives from each stakeholder group (staff, teachers, community members, parents, students) Which District 112 representatives would be 				

necessary to make the committee work meaningful and valued (curriculum specialists, teachers, etc)				
5. Recruit members for the review committee/structure and implement the process.				
6. Ensure process and membership are publicized to enable parent and community members to provide input (either directly to the committee or indirectly through its members).				
7. Evaluate the effectiveness of the structure and process annually and adjust as necessary.				

Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 6 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Implement a process for community members and parents to provide input during years 4 or 5 of the curricular and programmatic review cycle.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• Print media \$500-\$1000 <p>Intangible:</p> <ul style="list-style-type: none">• Time spent meeting with all stakeholders• Additional responsibilities and time for staff	<p>Tangible:</p> <ul style="list-style-type: none">• Increased inclusion of all stakeholders• Captures knowledge and feedback from the community in a formalized and reliable process <p>Intangible:</p> <ul style="list-style-type: none">• Provides a clearer understanding of the curriculum process by all stakeholders• Promotes good will and confidence in the District• Improved curriculum and curriculum review cycle• Increased awareness of curriculum review process by stakeholders• Improved trust and strengthened relationships between District and community

Action Plan

Strategy Number: 1 **Plan Number:** 7 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Ensure differentiated staff professional development to address various stages of curriculum development and assessments.

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. Develop needs assessment with administration and staff				
2. Identify a team to develop a differentiated staff professional development plan				
3. Develop 15-hour strand opportunities to encourage staff participation				
4. Investigate sources of free and low cost professional development (ROE, IRC, web-based, etc.)				
5. Research best practices in professional development (National Staff Development Council etc.)				
6. Identify common professional development for each year of the Curriculum Review Cycle (including curriculum development and assessments)				
7. Identify key components for a “Train the Trainer” model of professional development (Personnel, accountability, communication, etc)				
8. Identify what would be job-embedded professional development time such as content collaboration (early release, institute day, staff meetings etc.)				
9. Implement a professional development communication system for tracking,				

archiving and registering participants				
10. Implement a workshop evaluation tool				
11. Embed identified professional development themes into new teacher orientation and mentor strands				

Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 7 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Ensure differentiated staff professional development to address various stages of curriculum development and assessments.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• Consultants, trainers• Substitutes (\$100 per teacher)• Professional Development tracking and registration system (5-10K initial cost-1000 annual fee)• 15 hour strands increase staff salaries <p>Intangible:</p> <ul style="list-style-type: none">• Time• Teachers out of classroom	<p>Tangible:</p> <ul style="list-style-type: none">• Increased feedback for planning• Aligns professional development with best practice• Utilizes cost effective resources• Increased student achievement• Increased collaboration between teachers• Eliminates administrative time for tracking professional development• Utilizes teacher capacity for Professional Development• 15 hours strands focus on District initiatives• New teachers are provided with necessary professional development to maximize their success <p>Intangible:</p> <ul style="list-style-type: none">• Value placed on teacher professional development• Teacher choice in professional development• Teacher recruiting tool• Creates a culture of continual learning

Action Plan

Strategy Number: 1 **Plan Number:** 8 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Develop a Pre-K/Elementary report card based on power standards.

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. Develop a District-wide curriculum and assessment committee (coordinators, teachers, administrators) to create reporting system(s) and implementation plan and timeline				
2. Ensure Power Standards that are vertically/horizontally aligned PreK-8				
3. Research current practices of districts implementing standards based reporting				
4. Create an implementation plan and timeline to include: <ul style="list-style-type: none">the use of a pilot teamperiodic review of standards and reporting system(s)opportunities for feedbackparent input sessionsevaluation of the reporting system(s)professional development				
5. Establish a standards-based reporting system by: <ul style="list-style-type: none">creating performance-based (authentic) benchmark assessmentsdeveloping a scoring/grading system based on individual products, processes, and progress using criteria-referenced standards (i.e. A-F, Meets - Emerging)				

<ul style="list-style-type: none"> • creating a report card using identified reporting standards • generating communication methods and systems to share student proficiencies with staff, parents, and students • developing a reporting system that is inclusive of specialized population (ie.STEP and ELL) • ensuring a manageable system for teachers. • ensuring a system that is student, teacher, and parent friendly (meaningful and understandable) • reflecting actual student achievement • matching state and district standards • individualizing by grade level • communicating behavior, effort, and work habits that are separate from achievement • reflecting consistent standards across all elementary schools and middle schools • creating a report card that is reasonable in length • providing room for comments • translate into Spanish <p>6. Provide professional development to build shared knowledge and capacity with pilot team and staff, as well as community members on grading practices, assessment design and uses, tracking student progress, and communication methods/opportunities</p>				
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Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 8 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Develop a Pre-K/Elementary report card based on power standards.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• Release time for teachers (sub costs)• Professional development• Translation (Spanish) <p>Intangible:</p> <ul style="list-style-type: none">• Time spent by District staff• Teachers out of classroom• Stress, fear of new and unknown and frustration due to change	<p>Tangible:</p> <ul style="list-style-type: none">• Increased accountability• Increased knowledge and awareness of skill, proficiency, and deficits• Additional meaningful data• Alignment to power standards <p>Intangible:</p> <ul style="list-style-type: none">• More effective and efficient teaching• Consistent grading practices across the District• Variety of perspectives from stakeholders• Meaningful learning feedback for students and parents• Increased understanding of expectations

Action Plan

Strategy Number: 1 **Plan Number:** 9 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Develop a middle school report card based on power standards

Action Step	Assigned To:	Starting Date:	Due Date:	Completed Date:
<ol style="list-style-type: none"> 1. Research current practices of districts implementing standards based reporting 2. Ensure Power Standards that are vertically/horizontally aligned PreK-8 3. Develop a District-wide curriculum and assessment committee (coordinators, teachers, administrators) to create reporting system(s) and implementation plan and timeline 4. Create an implementation plan and timeline to include: <ul style="list-style-type: none"> • the use of a pilot team • periodic review of standards and reporting system(s) • opportunities for feedback • parent input sessions • evaluation of the reporting system(s) • professional development 5. Establish a standards-based reporting system by: <ul style="list-style-type: none"> • creating performance-based (authentic) benchmark assessments • developing a scoring/grading system based on individual products, processes, and progress using criteria-referenced standards (i.e. A-F, Meets - Emerging) • creating a report card using identified reporting standards • generating communication methods 				

<p>and systems to share student proficiencies with staff, parents, and students</p> <ul style="list-style-type: none"> • developing a reporting system that is inclusive of specialized population (ie. STEP and ELL) • ensuring a manageable system for teachers. • ensuring a system that is student, teacher, and parent friendly (meaningful and understandable) • reflecting actual student achievement • matching state and district standards • individualizing by grade level • communicating behavior, effort, and work habits that are separate from achievement • reflecting consistent standards across all elementary schools and middle schools • creating a report card that is reasonable in length • providing room for comments • translate in Spanish <p>6. Provide professional development to build shared knowledge and capacity with pilot team and staff, as well as community members on grading practices, assessment design and uses, tracking student progress, and communication methods/opportunities</p>				
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Responsible:

Cost-Benefit Analysis

Strategy Number: 1 **Plan Number:** 9 **Date:** 4/27/10

Strategy: We will continue to align our curriculum and develop Power Standards and student assessments in all curricular areas.

Specific Result: Develop a middle school report card based on power standards.

Cost	Benefits
<p>Tangible:</p> <ul style="list-style-type: none">• Release time for teachers (sub costs)• Professional development• Translation (Spanish) <p>Intangible:</p> <ul style="list-style-type: none">• Time spent by District staff• Teachers out of classroom• Stress, fear of new and unknown and frustration due to change	<p>Tangible:</p> <ul style="list-style-type: none">• Increased accountability• Increased knowledge and awareness of skill, proficiency, and deficits• Additional meaningful data• Alignment to power standards <p>Intangible:</p> <ul style="list-style-type: none">• More effective and efficient teaching• Consistent grading practices across the District• Variety of perspectives from stakeholders• Meaningful learning feedback for students and parents• Increased understanding of expectations